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ABSTRACT

From 1990 to 2005, student enrollment in the California Community Colleges (CCC) is expected to grow from 1,500,000 to 2 million. The Board of Governors of the CCC has adopted a long-range, capital outlay growth plan for this period, anticipating that six existing campus centers will become full-service campuses; 31 new centers will be established, 8 of which will become full-service campuses; and 1 center will be developed to serve adjacent territories in three districts. The California Education Code stipulates that to establish new colleges or educational centers, a community college district must prepare a proposal which contains an assessment of needs and preferences; identification of objectives; and analysis of alternative delivery systems. Following a brief introduction, this report presents two proposals: one for the construction of a fourth college, Folsom Lake College (FLC), to serve the eastern part of the Los Rios Community College District; and one for the construction a new center, Lompoc Valley Center (LVC), to serve the Lompoc Valley area of the Allan Hancock Joint Community College District. The following sections are included in the proposals: (1) background; (2) analysis of regional and community characteristics; (3) enrollment projections; (4) effects on nearby secondary and postsecondary institutions (FLC proposal only); (5) community support; (6) residents' preferences for community college programs and services (FLC proposal only); (7) labor market requirements (FLC proposal only); (8) programs and services; (9) analysis of alternative delivery systems; and (10) summary and conclusions. Both proposals include appendixes that contain relevant statistical data. (PAA)

ED351072

Board of Governors
California Community Colleges
November 12-13, 1992

# PROPOSALS FOR: NEW COLLEGE FOR THE LOS RIOS COMMUNITY COLLEGE DISTRICT AND NEW CENTER FOR THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT

5

Second Reading, Action Scheduled

*Staff Presentation:* *Joseph Newmyer, Vice Chancellor*
*Fiscal Policy*

*Clarence Mangham, Dean*
*Facilities Planning and Utilization*

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# PROPOSALS FOR: NEW COLLEGE FOR THE LOS RIOS COMMUNITY COLLEGE DISTRICT AND NEW CENTER FOR THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT

5

Second Reading, Action Scheduled

## Background

The California Community Colleges is the world's largest system of higher education, providing educational services to over 1.5 million students. The system is comprised of 71 locally-governed districts with 107 campuses and more than 50 centers.

For the next fifteen years, California's population is projected to rapidly expand. As a result, demands for educational services will increase. The Board of Governors' 1990-91 *Basic Agenda* states, ". . . Community Colleges are expected to grow from their current enrollment of 1,500,000 students to 2 million—an increase that is the equivalent of 50 average-sized colleges. . . . The rapidly increasing demand for facilities and operating funds to accommodate enrollment demands calls for wise and prudent management of limited resources. . . ."

As a means of refining and controlling the increased demand for future colleges and centers, the Board of Governors, in January 1991, adopted a long-range, capital outlay growth plan. The plan anticipated that during the period 1990 to 2005:

- Six existing centers would become full service campuses;
- Thirty-one new centers would be established, eight of which would become full-service campuses; and
- One center would be developed to serve adjacent territories in three districts.

Standards and responsibilities for establishing new colleges and educational centers (Title 5, Division 6, Chapter 11, beginning with Section 55825, and *Education Code* Section 81810) predate the Board of Governors long-range plan. These regulations provide that to establish new colleges or educational centers, a community college district shall prepare and submit a proposal to the Chancellor's Office containing at least three elements: (1) assessment of needs and preferences, (2) identification of objectives, and (3) analysis of alternative delivery systems.

## Analysis

This two-part agenda item focuses upon two specific proposals included in the long-range capital outlay plan:

- a fourth college to serve the eastern part of the Los Rios Community College District; and

- a new center to serve the Lompoc Valley area of the Allan Hancock Joint Community College District.

The Los Rios and Allan Hancock districts have submitted their proposals in accordance with both Title 5 and the *Education Code*. Both proposals have been reviewed by staff and were presented to the Board of Governors for first reading in September. Additionally, both proposals enjoy wide community support with no discernible opposition. If the Board approves the proposals, they will be submitted to the California Postsecondary Education Commission (CPEC) for its required review and approval (they were preliminarily discussed by CPEC on October 19, 1992, with action scheduled for December). Approval by the Board of Governors and CPEC will signify eligibility to compete for available, state, capital outlay funds but provides no guarantee of funding. It is anticipated that additional proposals will come to the Board in the next several months with recommendations from staff that they be approved or disapproved.

## Recommended Action

That the Board of Governors:

1. Designate the Folsom Lake facility as a college effective immediately, for purposes of applying for and/or receiving capital outlay funds.

2. Approve the Folsom Lake facility as a college if the CPEC general guidelines for the definition of a college have been met, subject to written approval by the Chancellor, on or before July 1, 1997.

3. Approve the establishment of an off-campus educational center to serve the Lompoc Valley area of the Allan Hancock Community College.

*Staff Presentation:* *Joseph Newmyer, Vice Chancellor*
*Fiscal Policy*

*Clarence Mangham, Dean*
*Facilities Planning and Utilization*

# Folsom Lake College

*Proposed New Community College for the*
*Los Rios Community College District*

# Folsom Lake College

*Proposed New Community College for the*
*Los Rios Community College District*

## Background

At its January 1991 meeting, the Board of Governors approved a *Long-Range Capital Outlay Growth Plan.* Among the facility needs identified in the plan was a new college to serve the eastern portion of the Los Rios Community College District. Specifically, the plan forecasted 46 percent enrollment growth for Los Rios within the next 15 years. The report states: "Serving one of the nation's fastest growing metropolitan areas (Sacramento), this 49,000-student district . . . is expected to grow by 23,000 more students by 2005. The service area is large (2,400 square miles) and at least one new center in the near term, in Folsom—to become a campus in the long term—is indicated."

The greater Sacramento metropolitan area is one of the fastest growing regions in the state (see Appendix A, Tables 1 and 2). Vast stretches of once rural and agricultural lands are being transformed into new urban and suburban communities. The Los Rios Community College District has carefully monitored the population growth in its service area, phasing in new facilities and services to meet enrollment demands. As of fall 1991, the district was the third largest in the state in credit enrollments. Population projections made jointly by the district and the Department of Finance indicate that by 1995, the three district colleges will all exceed capacity, with the education center in Placerville approaching its limits.

Since 1964, the district has been involved in planning for an educational facility to meet the needs of the Folsom region. In 1967, the district acquired land to be held ready for a future Folsom Lake College. At the same time, land was purchased that eventually became the site of Cosumnes River College when growth around that college warranted its development. District enrollment projections, as well as an interest survey among Folsom area residents and businesses, clearly support the development of a new college in accordance with state criteria. Considering the distances that residents of the eastern portion of the district must currently travel to receive services, and the fact that existing facilities now, or will soon, face enrollment demands in excess of capacity, it is clear that in the very near future there will be large numbers of unserved and underserved individuals if this college is not built as proposed.

The education plan for the proposed Folsom Lake College reflects the existence of two major subpopulations of prospective students: the more traditional, younger student focusing on general education and transfer programs, along with entry-level

vocational programs; and working, older adult students (including many single parents). Along with traditional programs, the college will have the dual focus of serving as an instructional delivery system aimed at meeting the needs of local business and industry, with requisite flexibility in scheduling and support services.

The local communities have demonstrated strong interest and support for the proposed college. It will increase the accessibility of services for many current and potential students. The business community is likewise supportive of a planned educational program reflective of the technologies active in the area. There is also strong interest in the programs planned to offer direct assistance to local businesses through contract education and on-site open credit courses. Finally, there is strong interest and support from the secondary and postsecondary institutions in the area who welcome the addition of a college in the face of rapidly rising enrollment demands.

## Analysis

### Regional and Community Characteristics

The Los Rios Community College District serves the greater Sacramento metropolitan area, including all of Sacramento County, as well as parts of El Dorado, Yolo, and Solano counties. Its service area covers a diverse 2,400 square miles, comprised of densely populated metropolitan communities, rapidly expanding suburbs, small Sierra foothill towns, agricultural areas, and national forest and state park regions. A map of the district that pinpoints the location of existing colleges, the Placerville center, and the proposed Folsom Lake College is included as Appendix B, Map 1.

The population of the area is rapidly increasing. Folsom was identified by the Palo Alto-based Center for the Continuing Study of the California Economy, in 1991, as the fourth fastest-growing city in California. This rapid growth has greatly affected the region surrounding the city, with open rural hillsides being replaced by spreading, suburban housing developments. Many high technology companies have relocated to the area, responding to its quality of life and relatively reasonable housing prices. Further boosting the county's industry is the Economic Development Corporation, a nonprofit organization formed in 1988 to attract new employers to the area.

The site is a 151-acre parcel owned by the Los Rios Community College District (LRCCD). The parcel is located to the southeast of the City of Folsom, on East Bidwell Street, approximately halfway between the city and State Highway 50. The primary access to the site, from either the City of Folsom or State Highway 50, is along East Bidwell Street, which is a four-lane major link between the city and the highway. The interchange at State Highway 50 is at Scott Road, which connects to

East Bidwell Road (see Map 2, Appendix B). The City of Folsom is currently striving to extend Sacramento's Regional Transit light-rail network to Folsom.

The site is characterized by gently sloping terrain with the high point (elevation 440 feet above sea level) near the center of the property. No large trees remain on the open grassy slopes. An 8- to 10-acre wetland is located on the northeastern portion of the site. The area surrounding the site was rapidly developed during the late 1980's, with both housing subdivisions and light industry. Prospective commute times from neighboring communities range from 9 minutes, from the City of Folsom, to 23 minutes, from Citrus Heights. The following table illustrates the commute times and distances from the five major communities to be served by the Folsom Lake Campus.

**Folsom Lake College**
**Commute Time**

| Location | Distance (Miles) | Time (Minutes) |
|---|---|---|
| Citrus Heights | 9.6 | 23 |
| Orangevale | 6.9 | 18 |
| City of Folsom | 3.5 | 9 |
| Rancho Cordova | 14.60 | 18 |
| Cameron Park | 9.8 | 14 |

NOTE: Citrus Heights and Orangevale commutes were on city streets while Rancho Cordova and Cameron Park commutes were mainly on U.S. Highway 50.

Although the environmental issues related to specific site selection need not be addressed here, the first environmental impact report that addresses all potential impacts related to the college has been completed and a Notice of Determination filed with the county. There appear to be no adverse conditions that cannot be mitigated.

A study by the Los Rios District planning staff of Folsom-area students currently enrolled revealed the following characteristics:

- The majority of the students (59%) were women.
- Almost 43 percent were between 18 and 24 years of age. The second largest group, at 39 percent, were 30 years old or older.
- Approximately 75 percent of the students were white, with 25 percent from ethnic minority populations (5.2% Black, 5.0% Hispanic, 5.0% Asian and 2.2% Native American).

## Enrollment Projections

The Los Rios Community College District, with the advice and approval of the Department of Finance's Demographic Research Unit, developed an Enrollment Potential Projection Model that analyzes the enrollments from the various community areas (see Appendix C for approval letter and key component of the model). This model, as well as responses to a community interest survey, projects the likelihood of people attending the new campus in Folsom on the basis of proximity. The analysis incorporated enrollment limits set by the district for the existing colleges and education center. The projected Folsom Lake College enrollment for 1997 is 7,600. This easily meets the state criteria for a limited service college. The projected enrollment for the year 2000 is 10,962, meeting the criteria for a full-service college.

The opening of a new college in Folsom is likely to attract many individuals who are currently unserved or underserved. Students residing in the easternmost regions of the district now largely attend the educational center in Placerville. Unfortunately, by its very nature, the center is unable to provide the full array of course offerings and student services. Many of these students may find the commute to Folsom to be reasonable, while the added distances to the existing college campuses are not. Also, the new college will focus largely on meeting the needs of the local business community. This is certain to enhance enrollment.

## Effects on Nearby Secondary and Postsecondary Institutions

All existing Los Rios Community College District sites are already at capacity or will be soon. By 1995, the three colleges are all projected to exceed their enrollment limits, with only the education center in Placerville having any room for expansion. By the year 2000, the Placerville center would join the other facilities in exceeding the enrollment limits. The development of Folsom Lake College as a means of addressing the approaching enrollment limits is supported by other educational institutions in the area.

Sierra College, in the neighboring Sierra Joint Community College District, reports that 2,391 students currently attending there live in communities within the Los Rios district service area and would be likely to consider attending Folsom Lake College. Sierra's enrollments are growing rapidly, reflecting a local population boom—far outdistancing state funding for growth. Sierra College supports the new college, since this will help meet the rapidly growing demand for higher education within the region, and has indicated in a letter of support that there will be no adverse impact on its enrollment if a new college is built in Folsom.

There is also strong support for the Folsom Lake College from California State University, Sacramento (CSUS). CSUS, due to budgetary constraints, has been forced to turn away applicants for freshman and lower-division transfer status and has been in constant contact with Los Rios to inquire whether the community college district could accommodate some of the university students in their classes.

The University of California, Davis (UCD) has also been forced to turn away students and has asked Los Rios about the possibility of handling some of its students. Sacramento City College is now offering classes on the UCD campus, and the two institutions have created various cooperative relationships, the intent of which is to expand transfer opportunities, particularly for disadvantaged students.

The local high school districts will benefit in at least two ways. First, students in these districts will have another option for higher education. This option not only provides more convenient physical access to a college campus, but, more importantly, provides an entry into higher education, which is becoming more restricted at four-year institutions. Secondly, as a practical consideration, some of the high school districts will also benefit by regaining the use of their facilities, which have been used by community college programs.

## Community Support

Strong local interest and support has been demonstrated for the establishment of the Folsom Lake College. As documented in a survey of residents' interests, having a local college will increase the accessibility of services for many current and potential students. The business community is likewise supportive of a planned educational program reflective of the technologies active in the area. The local Chamber of Commerce has played an active role in lobbying for the college. There is strong interest in the programs planned to offer direct assistance to local businesses. In addition, the City of Folsom and the Los Rios district have already adopted a joint-use agreement for the development of recreational facilities at the college site. Under the terms of this agreement, dated February 1992, the city will fund approximately $1.5 million for the development of utility requirements and athletic playing fields.

## Preferences for Community College Programs and Services

The Los Rios district contracted with a private consulting firm, J. D. Franz Research of Sacramento, to determine area residents' level of interest in attending the district's proposed Folsom Lake College and to ascertain the types of programs that might be attractive to them. Some of the key findings are as follows:

- The most popular subject area was vocational or technical skills, followed by subjects required for general education or transfer.

- The most important student services mentioned by respondents were services for students reentering the work or academic world, career planning, academic counseling, and a learning center or lab.

- Close to one-half of those with children under the age of five (13% of those indicating an interest in attending the college) would need child care in order to attend the proposed campus.

- Close to one-half of the interested respondents would prefer to take classes that were between six- and nine-weeks in length. Traditional semester-length classes appealed to about one-third of the respondents.

- The most popular times to take classes were between 5:00 p.m. and 10:00 p.m., although classes in the early part of the day (9:00 a.m.–1:00 p.m.) and on Friday nights and Saturdays were also fairly attractive.

## Labor Market Requirements

Many high technology companies have relocated to the area in recent years. Several new retail developments are also in operation, responding to the local housing boom of the past few years. It is anticipated that as the economy improves housing starts will again accelerate—especially if low-interest home mortgage rates are sustained—and new housing means jobs will be available in construction. Further boosting the county's industrial development has been the Economic Development Corporation, a nonprofit organization formed in 1988 to attract new employers to the area. Government employment will continue to be a possibility for area residents. Sacramento is the seat of state government and includes the majority of state government offices. Folsom Prison is a major local employer.

## Programs and Services

The education plan for the proposed Folsom Lake College reflects the existence of two major subpopulations of prospective students: the more traditional, younger student and working older-adult students. More than one-half of these individuals have indicated an interest in transferring to a four-year institution. Given this profile and the rapid growth of the Folsom area, the district is planning programs and services to meet the needs of these two somewhat diverse clienteles.

The increasing numbers of high school graduates in the area and the expressed interest in transfer will require the provision of high-quality general education and transfer programs, along with entry-level vocational programs in occupations projected to grow over the next decade.

To meet the needs of the increasing numbers of older, part-time, and working adults seeking postsecondary education opportunities, nontraditional scheduling of classes will be available. This will take the form of nontraditional short-term courses, seminars, and workshops offered on campus during the evening hours and Saturdays, and during morning hours at local business entities.

The increasing number of students, both younger and older, who are combining work and school, suggests the need for counseling to help students balance the demands of job, family, and school, and for an understanding of the "drop in-stop out" nature of these students and the extended time needed to complete degree or certificate objectives.

The majority of the prospective students will be women. The college intends to provide more programs and services targeted for women, such as child care and financial aid, in support of the many working, often single parents expected to be in attendance.

According to the Education and Facilities Master Plan for the proposed college, and reflecting the findings of the community interest survey, a key focus for the site will be an instructional delivery system aimed at meeting the needs of local business and industry. The flexible scheduling of program offerings is an important component of this system. In addition, the college will serve as an information resource for small and intermediate businesses and include a conference center, library collection, computer laboratory, and media center dedicated to this service. Ultimately, the district's contract education unit and Small Business Development Center will be located at the Folsom site.

Recent career field projections from several sources indicate that California's economy is increasingly information based; that is, an economy based on creating, processing, storing, retrieving, and analyzing information—with the computer as the crucial operational tool. The curriculum and course presentation methods at the new college will heavily emphasize the development and implementation of such skills. The recommended general education core pattern will be a cross-disciplinary approach, concentrating problematic social and/or environmental issues. A critical variable will be the identification and selection of a faculty and staff that are willing to commit to the concept of creative instructional packaging and delivery. Collaborative learning groups and computer assisted instruction will be strongly encouraged.

Student support services will also reflect an appropriate reformation to respond to the new demographics and the use of technology. The matriculation program will continue but deliver orientation, counseling, and follow-up in a more extended incremental approach, spread across the first nine weeks of the initial term, at a minimum. Second nine-week modules will be available for focus groups that need additional exposure to study skills, career planning, etc. Counselors will also be more involved as team leaders and less as routine information givers, a task that will

largely be accomplished through the use of computer programs and classified specialists.

## Analysis of Alternative Delivery Systems

### Rationale for Approving the Proposed System

The establishment of the proposed Folsom Lake College is considered to be the most feasible alternative to effectively and equitably provide full services and comprehensive educational programs to the citizens of the eastern region of the Los Rios Community College District. Residents of the eastern section of the district currently have several service options—all of which are inadequate or will soon be so. Those choosing to attend one of the three existing college campuses in the district face extended commute times, to arrive at programs at or approaching capacity. The Education Center located in Placerville, which cannot offer a full range of classes and services, will reach and probably exceed capacity within the next few years. The local outreach programs also are necessarily limited in the scheduling and scope of their offerings. Finally, the local business community is best served by the availability of a local college with programs and services tailored to meet local needs.

The district is proposing a multi-phased approach to development of Folsom Lake College. During Phase I of development, to be completed by 1997, Folsom Lake College would function as a limited-service college, with the scheduling emphasis aimed at meeting the needs of the expected large numbers of older, working students. As the area population increases, the enrollment of full-time students will increase, until in the year 2000, Phase II will be achieved and the college will offer a full-service program (see Appendix D for a depiction of the phased approach planned for Folsom Lake College.)

### Analysis of Rejected Alternatives

*Limiting Folsom to Permanent Outreach Center Status*

The obvious advantage of this option is the lower fiscal cost, especially in the short-term. It is certainly more economical to put up trailers or other temporary facilities; have a limited-scope program with no specialized facilities, such as labs, and little or no specialized equipment; and to staff such a center with part-time faculty.

The arguments against this option are compelling. Establishing and keeping the Folsom campus as an education center would most likely limit future enrollments in the area. Limited programs and services generally limit access, since students cannot complete full degree and certificate programs without taking additional coursework elsewhere. Furthermore, enrollment projections for the region clearly support the initial establishment of a limited-service campus and of a full-service

campus in the near future. Combining these projections with the knowledge that the existing colleges and education center in the district are already at or near capacity would lead one to anticipate large numbers of unserved potential students if this option were adopted. While limitations on access and enrollment may lower expenditures, lack of access to quality educational programs and services to the people of the Folsom region is not in the best public interest.

*Expand Existing Campuses*

The greater Sacramento metropolitan area has been experiencing rapid population growth for quite a while. As a result, American River College is already beyond its planned enrollment capacity according to state standards, with problems evident in terms of parking and availability of essential student services for every student. Sacramento City College has also reached its enrollment capacity, with even more severe parking problems than at American River and similar problems in terms of student services. Neither institution could expand much beyond its existing enrollment without serious degradation of educational quality.

Cosumnes River College and the Placerville center are both slated for expansion and are, as yet, within their planned enrollment capacities. However, enrollment projections for both sites indicate that capacity will be reached within the next few years. The expansion of these sites will not meet the enrollment demands existing currently and projected for the Folsom area.

Finally, the current campuses are thirty minutes to one hour from the growing Folsom population—too distant for a reasonable commute. The attendant traffic and air pollution that excessive commute times and distances create would be a negative byproduct—if the Folsom residents could afford the time to make the commute, considering that a large percentage are working adults.

*Increased Utilization of Existing Facilities*

In discussing this alternative, district staff reviewed the possibility of "year-round" or more intensive use of existing facilities. Increased use may indeed be feasible at Cosumnes River College, particularly as the facilities are developed for the buildout size. However, both American River and Sacramento City Colleges currently offer substantial summer programs, as well as extensive evening programs. They also offer "weekend college" classes on Friday nights and Saturdays. The potential for expanding the district's current programs to accommodate the 15,000 new students projected by the Department of Finance as coming to the district over the next ten years is simply not there. Also, increased utilization of existing facilities still leaves the growing Folsom population with an excessive commute.

*Use of Other Segments*

The potential for increased use of existing programs and services in other postsecondary segments, particularly at California State University, Sacramento, and the University of California, Davis, has been a matter of considerable discussion between Los Rios and its neighboring public universities for at least the past year. However, the option under discussion has been precisely the opposite of the alternative suggested here: both of the universities have contacted the community college district to ascertain whether Los Rios has the capacity to handle their students who cannot get into classes or have been denied admittance altogether as a result of budgetary constraints on those institutions.

*Use of Nontraditional Instructional Delivery System*

The Los Rios district is currently making use of a variety of nontraditional instructional delivery systems, including Instructional Television Fixed Service, cable network programming, and expanded video disc and tape programs. On the positive side, the use of such delivery systems provides increased access, particularly for students in remote areas. There are, however, limitations to this option. There are very high equipment costs for such methodologies, with additional support and technical staff needed beyond the usual faculty/instructional assistant situation. Also, while these methods offer great opportunities for enhancing the traditional curriculum, the "high tech" methods are most often "low touch," with relatively little personal contact between student and teacher or other students. Finally, students served by telecommunicated courses have no access to the kinds of support services that they may need to successfully complete the classes. Distance learning is an important adjunct to—not substitute for—a regular college educational environment.

## Summary and Conclusion

Staff analysis of the Los Rios Community College District's proposal to establish Folsom Lake College has revealed the proposal to be justifiable, desirable, and timely.

The greater Sacramento metropolitan area, served by the Los Rios district, is one of the fastest growing regions in the state. As a result, many of the existing district facilities are already at enrollment capacity, with problems of congestion and insufficient availability of student services. The other facilities will be at that level within the next few years. The development of a new campus is essential to provide access and quality education to the service area.

The Los Rios Community College District had the foresight and good fortune to purchase an appropriate site for a new college campus in 1967. The Folsom area is experiencing some of the most rapid population growth in the state. At the same

time, it is experiencing an influx of new businesses and industries. The Folsom Lake site is an ideal location for a new campus, as it would provide local services to the residents of the eastern portion of the district who currently have excessive commutes and to the workers and business community of the region who would benefit from an education plan tailored to their needs.

No other alternatives were found to be feasible for providing full educational opportunity throughout the Los Rios district, particularly to the eastern regions. All of the neighboring institutions of higher education are supportive, as is the local community.

# APPENDIX A

PERCENT CHANGE IN ADULT POPULATION AS DEFINED IN SECTION 2228.1, REVENUE AND TAXATION CODE*

**Table 1**

| Community College District | 1-1-91 to 1-1-92 | Community College District | 1-1-91 to 1-1-92 |
|---|---|---|---|
| Allan Hancock Joint | 3.16 | Palomar | 5.74 |
| Antelope Valley | 9.02 | Palo Verde | 3.12 |
| Barstow | 1.34 | Pasadena Area | 0.21 |
| Butte | 3.29 | Peralta | 0.03 |
| Cabrillo | 1.45 | Rancho Santiago | 1.68 |
| Cerritos | 0.65 | Redwoods | 2.61 |
| Chaffey | 4.78 | Rio Hondo | 0.85 |
| Citrus | 0.30 | Riverside | 5.25 |
| Coast | 0.11 | Saddleback | 4.03 |
| Compton | 0.52 | San Bernardino | 4.06 |
| Contra Costa | 2.51 | San Diego | 0.67 |
| Desert | 4.78 | San Francisco | 0.31 |
| El Camino | 0.41 | San Joaquin Delta | 2.37 |
| Feather River | 3.09 | San Jose-Evergreen | 1.47 |
| Foothill-DeAnza | 0.32 | San Luis Obispo County | 3.35 |
| Fremont-Newark | 2.07 | San Mateo County | 1.08 |
| Gavilan Joint | 2.82 | Santa Barbara | 0.99 |
| Glendale | 1.66 | Santa Clarita | 7.66 |
| Grossmont-Cuyamaca | 1.96 | Santa Monica | 0.01 |
| Hartnell | 3.48 | Sequoias, College of the | 2.65 |
| Imperial | 3.71 | Shasta-Tehama-Trinity Joint | 3.89 |
| Kern | 3.24 | Sierra Joint | 4.85 |
| Lake Tahoe | 3.30 | Siskiyou Joint | 2.32 |
| Lassen | 1.99 | Solano County | 5.36 |
| Long Beach | 0.72 | Sonoma County | 2.96 |
| Los Angeles | 0.50 | South County | 1.62 |
| Los Rios | 3.03 | Southwestern | 2.79 |
| Marin | 1.13 | State Center | 2.61 |
| Mendocino-Lake | 2.76 | Ventura County | 1.17 |
| Merced | 4.15 | Victor Valley | 8.94 |
| MiraCosta | 4.17 | West Hills | 2.14 |
| Monterey Peninsula | 1.53 | West Kern | 0.01 |
| Mt. San Antonio | 1.28 | West Valley-Mission | 0.40 |
| Mt. San Jacinto | 9.73 | Yosemite | 4.43 |
| Napa Valley | 2.17 | Yuba | 3.26 |
| North Orange County | 0.30 | | |
| | | STATEWIDE (including free territory) | 2.08 |



Department of Finance
Demographic Research Unit
May 15, 1991

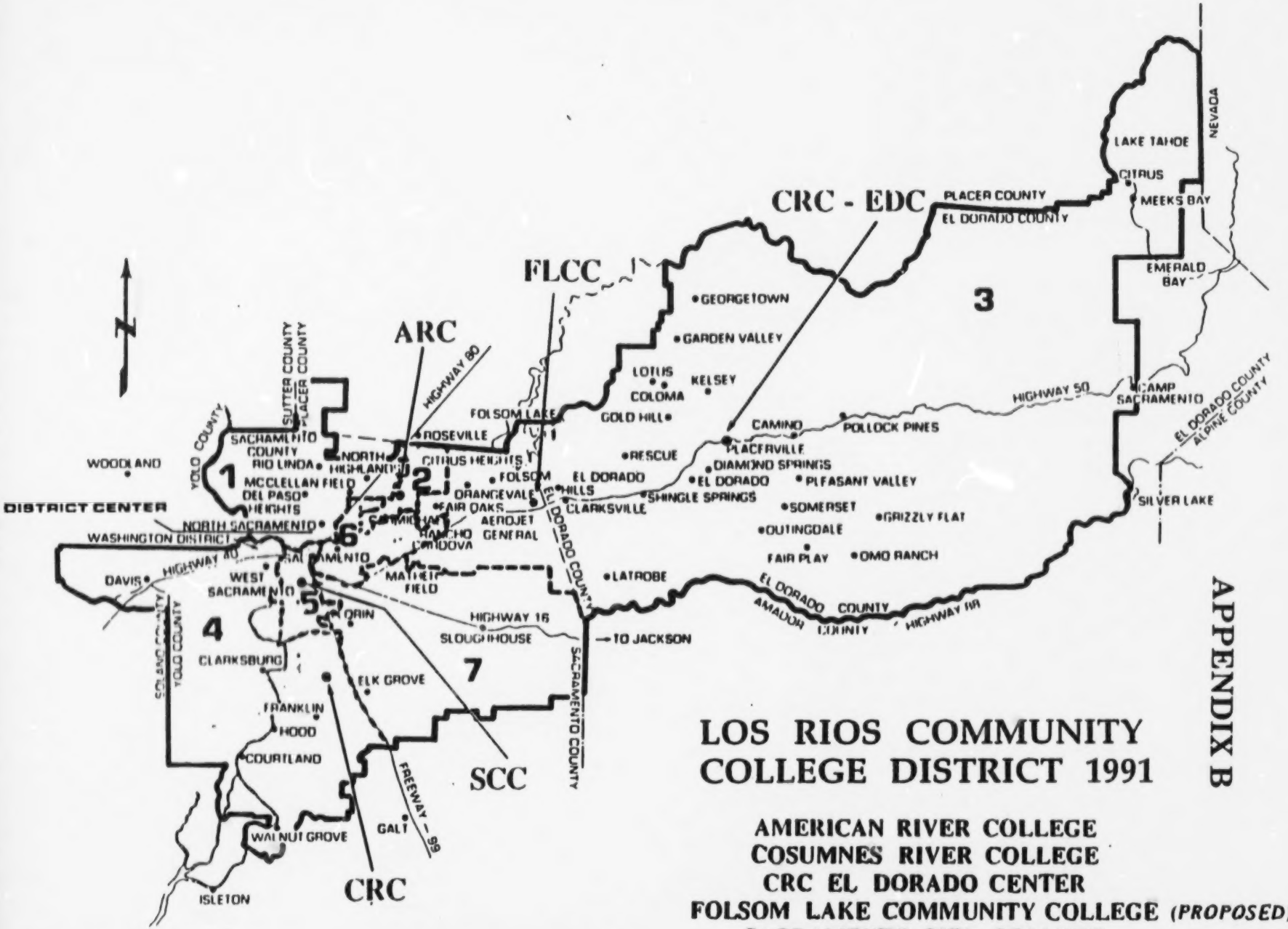
2 *Appendix A* PERCENT CHANGE IN ADULT POPULATION AS DEFINED IN SECTION 2228.1, REVENUE AND TAXATION CODE*

**Table 2**

| Community College District | 1-1-91 to 1-1-92 | Community College District | 1-1-91 to 1-1-92 |
|---|---|---|---|
| Allan Hancock Joint | 1.29 | North Orange County | 0.78 |
| Antelope Valley | 6.72 | Palomar | 3.53 |
| Barstow | 0.71 | Palo Verde | 1.52 |
| Butte | 2.29 | Pasadena Area | 0.33 |
| Cabrillo | -0.55 | Peralta | 0.53 |
| Cerritos | 0.66 | Rancho Santiago | 1.87 |
| Chabot-Las Positas | 1.91 | Redwoods | 2.58 |
| Chaffey | 2.99 | Rio Hondo | 0.50 |
| Citrus | 0.71 | Riverside | 2.62 |
| Coast | 0.48 | Saddleback | 4.35 |
| Compton | 0.72 | San Bernardino | 1.47 |
| Contra Costa | 1.75 | San Diego | 0.83 |
| Desert | 2.65 | San Francisco | 0.79 |
| El Camino | 0.58 | San Joaquin Delta | 2.16 |
| Feather River | 2.98 | San Jose-Evergreen | 1.64 |
| Foothill-DeAnza | 0.95 | San Luis Obispo County | 0.43 |
| Fremont-Newark | 2.29 | San Mateo County | 1.57 |
| Gavilan Joint | 1.91 | Santa Barbara | 0.57 |
| Glendale | 1.41 | Santa Clarita | 5.63 |
| Grossmont-Cuyamaca | 1.04 | Santa Monica | 0.27 |
| Hartnell | 1.79 | Sequoias, College of the | 2.38 |
| Imperial | 4.37 | Shasta-Tehama-Trinity Joint | 3.19 |
| Kern | 2.82 | Sierra Joint | 3.80 |
| Lake Tahoe | 2.06 | Siskiyou Joint | 1.86 |
| Lassen | 2.99 | Solano County | 3.12 |
| Long Beach | 0.48 | Sonoma County | 2.05 |
| Los Angeles | 0.67 | Southwestern | 1.96 |
| Los Rios | 2.52 | State Center | 3.47 |
| Marin | 1.51 | Ventura County | 1.33 |
| Mendocino-Lake | 2.25 | Victor Valley | 5.99 |
| Merced | 1.41 | West Hills | 2.28 |
| MiraCosta | 3.35 | West Kern | 0.70 |
| Monterey Peninsula | 0.36 | West Valley-Mission | 0.64 |
| Mt. San Antonio | 1.49 | Yosemite | 2.41 |
| Mt. San Jacinto | 6.07 | Yuba | 2.79 |
| Napa Valley | 1.65 | | |
| | | STATEWIDE (including free territory) | 1.72 |



Department of Finance
Demographic Research Unit
May 15, 1992




# LOS RIOS COMMUNITY COLLEGE DISTRICT 1991

APPENDIX B

AMERICAN RIVER COLLEGE
COSUMNES RIVER COLLEGE
CRC EL DORADO CENTER
FOLSOM LAKE COMMUNITY COLLEGE *(PROPOSED)*
SACRAMENTO CITY COLLEGE



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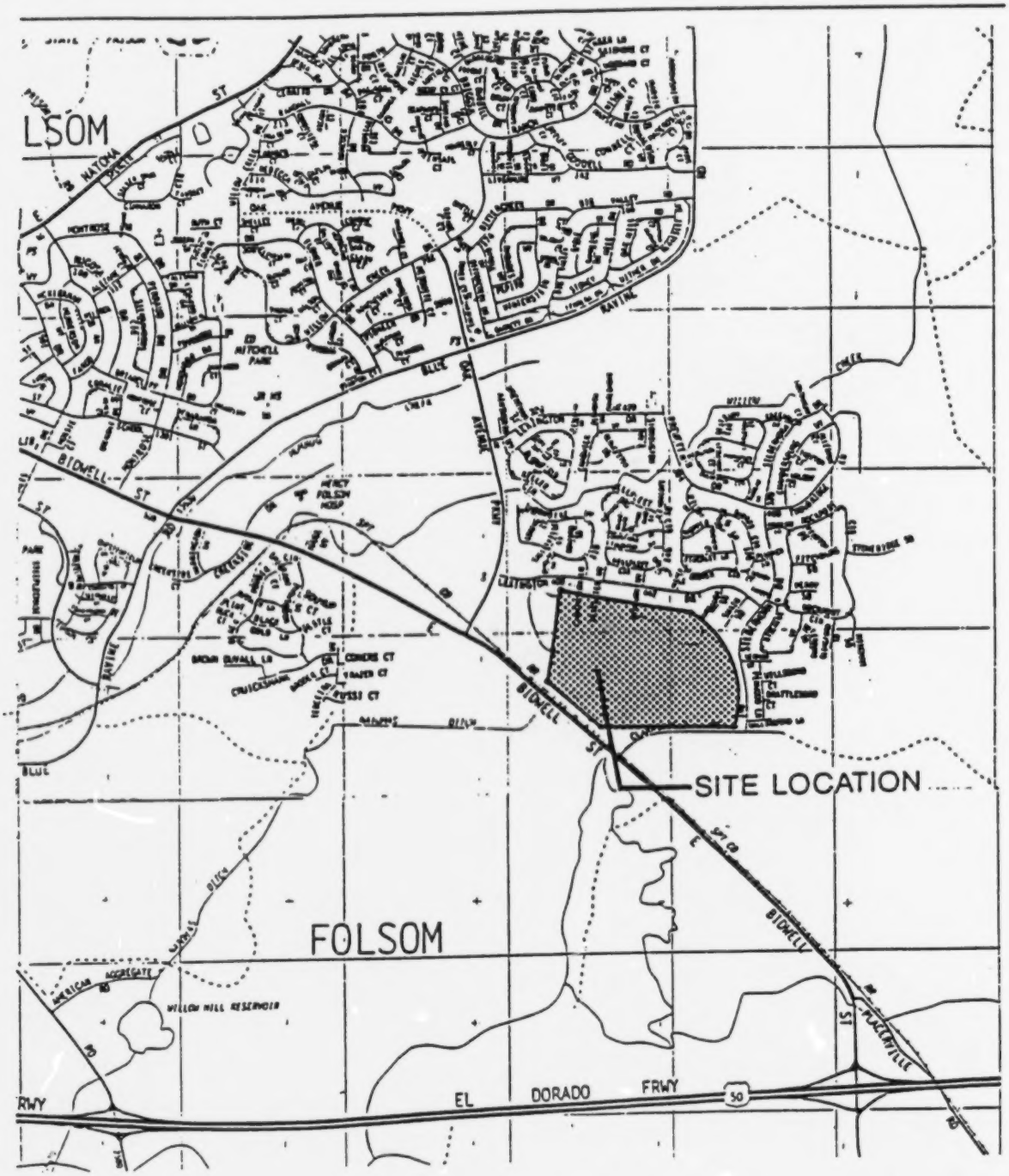
# VICINITY PLAN




ON SITE DEVELOPMENT

**FOLSOM LAKE COMMUNITY COLLEGE**

LPA

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STATE OF CALIFORNIA

PETE WILSON, Governor

DEPARTMENT OF FINANCE
915 L STREET
SACRAMENTO, CA 95814-4998

# APPENDIX C

May 27, 1992

Janis Cox Jones
Director of Planning and Policy Research
Los Rios Community College District
1919 Spanos Court
Sacramento, CA 95825

Dear Ms. Jones:

The projection for Folsom College enclosed with your May 6, 1992, memo is approved by the Demographic Research Unit.

We recognize the time, effort, and thought that this project demanded and thank you for your cooperation. I wish you the best of luck with the development of the new college.

Sincerely,

Linda Gage

Linda Gage, Chief
Demographic Research Unit
Department of Finance
915 L Street
Sacramento, CA 95814-3701

cc: Marjorie Blaha, Los Rios Community College District
Wayne Keithly, Community Colleges Chancellor's Office
Alan Peterson, Community Colleges Chancellor's Office
Bill Storey, California Postsecondary Education Commission

# Los Rios Community College District
## Office of Planning and Research
## Enrollment Potential Projection Model
## Model V

**SPECIAL REPORT: Enrollment based on community area proportions projected to attend Folsom College**

| Community Area | 1995 District Enrollment | Projected % Enrollment to Folsom College | Remaining Enrollment at Existing Colleges | Folsom College Enrollment |
|---|---|---|---|---|
| North Natomas | 37 | 0% | 37 | 0 |
| Rio Linda/Elverta | 523 | 0% | 523 | 0 |
| North Central Area | 4,399 | 20% | 3,519 | 880 |
| Citrus Heights | 3,046 | 40% | 1,827 | 1,218 |
| Orangevale | 1,110 | 50% | 555 | 555 |
| Folsom Area | 1,852 | 90% | 185 | 1,667 |
| South Natomas | 2,015 | 0% | 2,015 | 0 |
| North Sacramento | 1,373 | 5% | 1,305 | 69 |
| Arden-Arcade | 3,684 | 5% | 3,500 | 184 |
| Carmichael | 2,610 | 5% | 2,479 | 130 |
| Fair Oaks | 1,672 | 20% | 1,337 | 334 |
| Rancho Cordova | 3,828 | 70% | 1,148 | 2,680 |
| Downtown | 1,902 | 0% | 1,902 | 0 |
| Land Park/Pocket | 5,533 | 0% | 5,533 | 0 |
| East City | 4,462 | 0% | 4,462 | 0 |
| South Sacramento | 6,544 | 0% | 6,544 | 0 |
| Vineyard | 419 | 0% | 419 | 0 |
| Elk Grove/Laguna | 2,109 | 0% | 2,109 | 0 |
| Delta | 66 | 0% | 66 | 0 |
| Galt/Southeast CRC | 228 | 0% | 228 | 0 |
| Rancho Murieta | 410 | 10% | 369 | 41 |
| El Dorado County | 3,131 | 50% | 1,565 | 1,565 |
| Yolo County | 3,052 | 0% | 3,052 | 0 |
| All Other Areas | 3,951 | 0% | 3,951 | 0 |
| | 57,956 | | 48,630 | 9,323 |

NOTE: This report excludes the recommended enrollment limits set previously

| | | | Enrollment Limits |
|---|---|---|---|
| Remaining Enrollment by College ===> | ARC: | 20,911 | 21,000 |
| | CRC: | 9,240 | 10,000 |
| | P'Ville: | 2,188 | 3,000 |
| | SCC: | 16,291 | 18,000 |
| | TOTAL: | 48,630 | |

| | |
|---|---|
| Folsom Enrollment (w/o Enr. Limits): --> | 9,323 |
| Folsom Enrollment (with Enr. Limits): --> | 5,953 |

Base Population Projections -- As determined by SACOG, based on 1990 Population Module
Community Areas -- As determined by SACOG; student participation as determined by OP&R per Zip Code Reports
El Dorado County -- Population figures per Department of Finance
1990 Los Rios Student Population -- Based on unduplicated Fall 1990 1st Census, excluding students not in the listed community areas (other counties, states, countries).
All other areas -- Includes the unduplicated Fall 1990 students from other counties, states, countries = 7% of Fall 1990 student population; also adjusted by college
Forecasts -- For 1995 and 2000 assume 1990 participation rates by area and by college remain steady.

JCJ/BLB
OP&R 02/24/



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# Los Rios Community College District
## Office of Planning and Research
## Enrollment Potential Projection Model
## Model V

**Detailed Projection For:** 1995 **Based on:** 57,956 Students in District
**By College Location**

STUDENT DISTRIBUTION

| Community Area | District Enrollment | ARC Students | Rate | CRC Students | Rate | CRC-P Students | Rate | SCC Students | Rate | New College Students |
|---|---|---|---|---|---|---|---|---|---|---|
| North Natomas | 37 | 26 | 70.6% | 3 | 8.8% | 0 | 0.0% | 8 | 20.6% | 4 |
| Rio Linda/Elverta | 523 | 426 | 81.5% | 18 | 3.5% | 0 | 0.0% | 78 | 15.0% | 54 |
| North Central Area | 4,399 | 4,038 | 91.8% | 75 | 1.7% | 0 | 0.0% | 286 | 6.5% | 452 |
| Citrus Heights | 3,046 | 2,802 | 92.0% | 82 | 2.7% | 3 | 0.1% | 161 | 5.3% | 313 |
| Orangevale | 1,110 | 977 | 88.0% | 61 | 5.5% | 1 | 0.1% | 71 | 6.4% | 114 |
| Folsom Area | 1,852 | 967 | 52.2% | 583 | 31.5% | 124 | 6.7% | 178 | 9.6% | 190 |
| South Natomas | 2,015 | 1,106 | 54.9% | 97 | 4.8% | 0 | 0.0% | 812 | 40.3% | 207 |
| North Sacramento | 1,373 | 908 | 66.1% | 52 | 3.8% | 0 | 0.0% | 413 | 30.1% | 141 |
| Arden-Arcade | 3,684 | 2,701 | 73.3% | 158 | 4.3% | 0 | 0.0% | 825 | 22.4% | 379 |
| Carmichael | 2,610 | 2,396 | 91.8% | 55 | 2.1% | 0 | 0.0% | 159 | 6.1% | 268 |
| Fair Oaks | 1,672 | 1,531 | 91.6% | 40 | 2.4% | 5 | 0.3% | 95 | 5.7% | 172 |
| Rancho Cordova | 3,828 | 1,891 | 49.4% | 1,030 | 26.9% | 4 | 0.1% | 903 | 23.6% | 393 |
| Downtown | 1,902 | 287 | 15.1% | 114 | 6.0% | 0 | 0.0% | 1,501 | 78.9% | 195 |
| Land Park/Pocket | 5,533 | 338 | 6.1% | 841 | 15.2% | 0 | 0.0% | 4,355 | 78.7% | 569 |
| East City | 4,462 | 1,133 | 25.4% | 625 | 14.0% | 1 | 0.0% | 2,704 | 60.6% | 468 |
| South Sacramento | 6,544 | 353 | 5.4% | 3,671 | 56.1% | 3 | 0.0% | 2,513 | 38.4% | 672 |
| Vineyard | 419 | 45 | 10.7% | 259 | 61.9% | 0 | 0.0% | 115 | 27.4% | 43 |
| Elk Grove/Laguna | 2,109 | 146 | 6.9% | 1,369 | 64.9% | 0 | 0.0% | 595 | 28.2% | 217 |
| Delta | 66 | 1 | 1.7% | 23 | 34.5% | 0 | 0.0% | 42 | 63.8% | 7 |
| Galt/Southeast CRC | 228 | 16 | 7.2% | 162 | 70.8% | 0 | 0.0% | 50 | 22.1% | 23 |
| Rancho Murieta | 410 | 64 | 15.5% | 282 | 68.9% | 2 | 0.4% | 62 | 15.1% | 42 |
| El Dorado County | 3,131 | 473 | 15.1% | 153 | 4.9% | 2,395 | 76.5% | 106 | 3.4% | 322 |
| Yolo County | 3,052 | 540 | 17.7% | 177 | 5.8% | 3 | 0.1% | 2,334 | 76.5% | 314 |
| All Other Areas | 3,951 | 2,039 | 51.6% | 865 | 21.9% | 47 | 1.2% | 1,000 | 25.3% | 406 |
| **TOTALS** | **57,956** | **35,203** | **43.5%** | **10,797** | **18.6%** | **2,588** | **4.5%** | **19,368** | **33.4%** | **5,955** |
| Enrollment Limits | | 21,000 | | 10,000 | | 3,000 | | 18,000 | | |
| Over/(Under) | | 4,203 | | 797 | | (412) | | 1,368 | | 5,955 |

**Base Population Projections** -- As determined by SACOG, based on 1990 Population Module
**Community Areas** -- As determined by SACOG; student participation as determined by OP&R per Zip Code Reports
**El Dorado County** -- Population figures per Department of Finance
**1990 Los Rios Student Population** -- Based on unduplicated Fall 1990 1st Census, excluding students not in the listed community areas (other counties, states, countries).
**All other areas** -- Includes the unduplicated Fall 1990 students from other counties, states, countries = 7% of Fall 1990 student population; also adjusted by college
**Forecasts** -- For 1995 and 2000 assume 1990 participation rates by area and by college remain steady.

Appendix C 3



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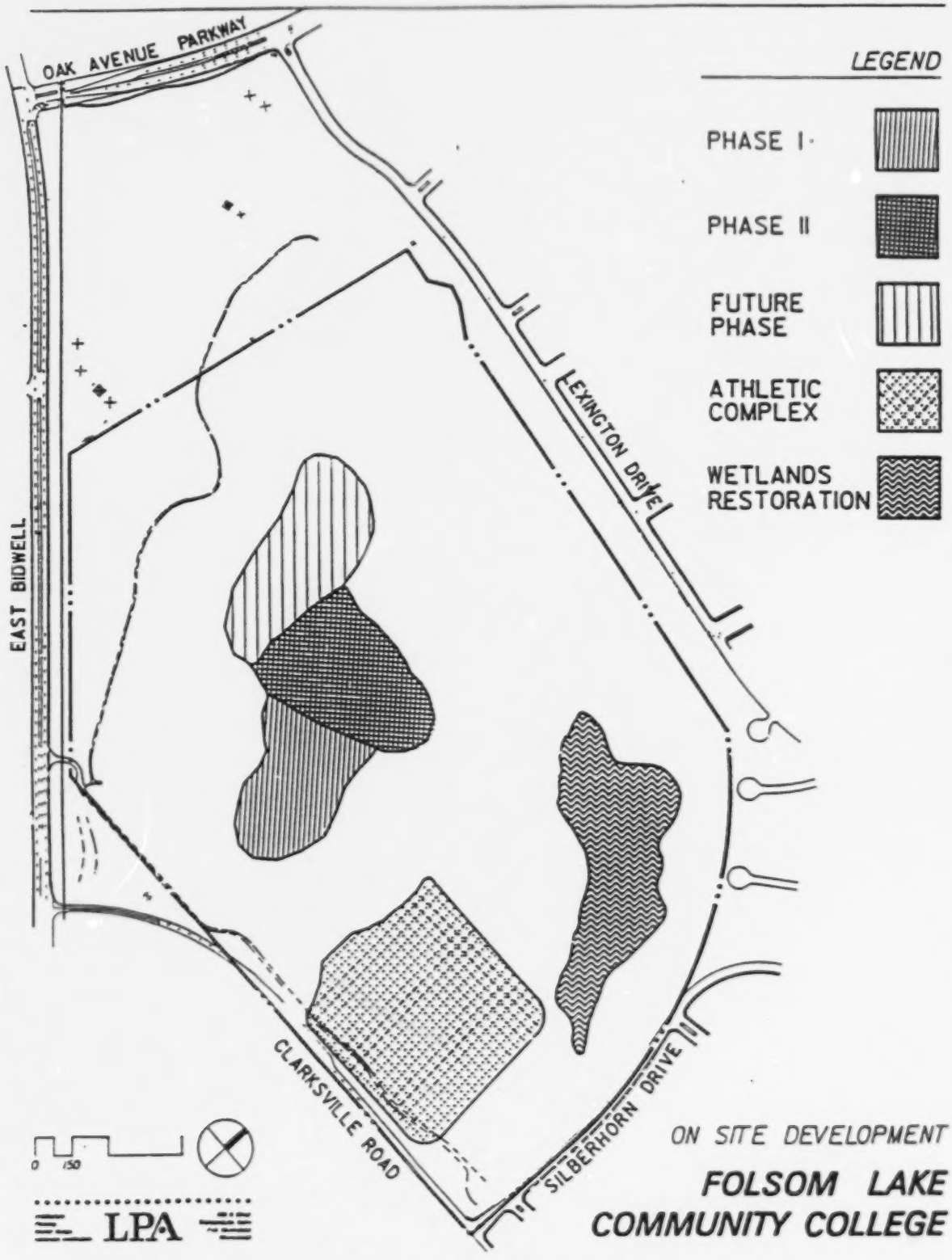
OP&R 03/24/92

# APPENDIX D

## FACILITIES PHASING PLAN



## Lompoc Valley Center

*Proposed New Education Center for the*
*Allan Hancock Joint Community College District*

# Lompoc Valley Center

*Proposed New Education Center for the*
*Allan Hancock Joint Community College District*

## Background

At its January 1991 meeting, the Board of Governors approved a *Long-Range Capital Outlay Growth Plan*. Among the facility needs identified in the plan was an education center to serve communities in the southern portion of the Allan Hancock Joint Community College District. The people in these communities currently can attend district classes at three locations: (1) the main campus in Santa Maria, in the extreme northern part of the district; (2) at Lompoc, in a very limited outreach program conducted in rented public elementary school facilities 36 miles south of Santa Maria; and, (3) on the Vandenberg Air Force Base (see map, Appendix A). Full student support services and course offerings are only available at the Santa Maria campus.

Studies have demonstrated that student participation rates in community college programs are highly negatively correlated with the distance students must travel in order to attend class and to receive related support services. Experience in the region has also indicated that facilities less adequate than high school facilities discourage attendance by area high school graduates. As shown in detail in the *analysis* section that follows, the restricted schedules and course offerings available in Lompoc, coupled with the excessive travel time required to commute to Santa Maria, have resulted in underservice for Lompoc Valley area residents.

At the request of the Allan Hancock district board, the Department of Finance (DOF) prepared a special projection of the population for the Lompoc Valley service area in March 1992. That projection confirmed that the current enrollment exceeds the state criteria for the establishment of a permanent educational center.

The City of Lompoc has recently acquired more than 100 acres of land from the U. S. Army that it intends to convey to the Allan Hancock district for use as an educational center. Adjacent to the 100-plus acres is the city owned site for a future space museum, to be called "Spaceport USA." The center and the museum would share access roads and parking lots, and some utilities costs. Meanwhile, the Lompoc Unified School District has served notice on the college district that it will have to move its classes from the elementary school site.

The proposed site is located within the city limits of Lompoc. Development has occurred within one-and-a-half miles north of the proposed center, and additional development is planned within the vicinity of the site. The plans for access and off-

site utilities are underway with the district, the city, and Caltrans all involved. An illustration of the first phase of development, along with possible future buildings, parking, and athletic fields is contained in Appendix E.

This proposal, therefore, represents an opportunity to provide full educational services to a currently geographically isolated and underserved population. Acting at this time would enable the college district to take advantage of a generous offer for a well-situated parcel of land, at a time when the inadequate facilities currently rented from the local school district are about to be withdrawn.

There is strong support for this center in the local community and from all of the neighboring community colleges and universities.

## Analysis

### Regional and Community Characteristics

Allan Hancock Joint Community College District is located in the northern part of Santa Barbara County. The district is one of the geographically larger districts in the state, serving more than 3,000 square miles. The City of San Luis Obispo is north of the district. The City of Santa Barbara is located south of the district.

Surface transportation in the region is served northeast and southwest primarily by Highways 1 and 101. Highway 1 also serves the areas along the coast in the southern part of the district, then joins Highway 101 at Santa Maria. Highways 154, 246, 135, 166, 176, and 520 provide routes in an east-west or southeast-southwest direction. The only rail transportation route follows the coast through Santa Barbara County and serves no purpose for local access to community colleges. The railroad has significance, however, for industrial and commercial growth in the future.

Strict growth controls in Santa Barbara coupled with a flow, in recent years, of both general population and of business and industry outward from the Los Angeles County region, have resulted in a growth pattern in the area served by the Allan Hancock district that exceeds the county average. This is evident in the DOF report of May 15, 1991 (Appendix B, Table 1). That report indicates that the Allan Hancock district had a 3.16 percent increase in adult population in 1990. This compares to a 0.99 percent change for the Santa Barbara district and a 2.08 percent change statewide. A very recent DOF report (Appendix B, Table 2), notes that the Allan Hancock district had a 1.29 percent increase in adult population in 1991. This compares with a 0.57 percent change for the Santa Barbara district, and 1.72 percent change statewide. According to DOF demographers, the more recent 1991 report (as it pertains to the Allan Hancock district's population growth) should be considered a brief slowdown or "blip" related to the current depressed economy in the greater Los Angeles basin area.

The Santa Maria campus is located in the extreme northern part of the district. In addition to serving the northern and eastern portions of the district—including the cities of Cuyama, Casmalia, Guadalupe, Los Alamos, Santa Maria, and Orcutt—the campus has served an area of southern San Luis Obispo County. The students from this outlying area attend the Santa Maria campus because access to Cuesta College requires excessive travel time. It is anticipated that students from this area will continue to attend the Santa Maria campus.

The Lompoc Valley service area has been well-established by proven attendance over the substantial period of time during which the district has had an instructional program in Lompoc. The proposed Lompoc Valley Center would serve the communities of Buellton, Los Olivos, Lompoc, Vandenberg Air Force Base, Santa Ynez, and Solvang.

There are substantial Hispanic and Black populations in the Lompoc Valley area. The military population housed at Vandenberg Air Force Base is both ethnically diverse and generally economically disadvantaged. Military personnel and their dependents are encouraged to pursue a college education and to attend college classes, both on the base and in Lompoc. Appendix D shows the ethnic composition of the Santa Maria campus and Lompoc Center service area. It indicates that there are substantial Black and Hispanic populations in the Lompoc Valley service area that are not adequately served.

## Enrollment Projections

At the request of the Allan Hancock district board, the DOF prepared a special projection of the population for the Lompoc Valley service area. The project was completed in March 1992 (see Appendix C). The DOF projection indicated that the area will have an increase in enrollment, from 1,550 students in 1990 to 1,850 students in 1996. During the same time period, there will be an increase in weekly student contact hours, from 18,079 in 1990 to 21,600 in 1996, when the Lompoc Valley Center is expected to open. Enrollment in the year 2000 is projected as 2,210 and weekly student contact hours as 25,800. Enrollment in the existing instructional program exceeds the state criteria for the establishment of a permanent instructional center.

The projections cited above are based on enrollment data where conditions have discouraged attendance by many potential students: the current program is housed in rented school facilities that are inadequate for college education; students are faced with restricted schedules and course offerings; crucial student support services, such as library resources, matriculation and counseling, career information, transfer information, and financial aid information cannot be provided in the present rented facilities. A full-service education center will most likely find a higher level of participation than the DOF projections.

The enrollment data for students having a full-service program at the Santa Maria campus, as compared with those having restricted facilities and programs at the Lompoc Valley facilities, is revealing. Reflecting the restricted scheduling and facilities in Lompoc, a comparison of students who attend daytime classes shows that 38.3 percent of the Santa Maria campus students are enrolled in day classes, as compared with only 25.1 percent for the Lompoc area. For students under the age of nineteen, 47.4 percent of Santa Maria campus students are daytime enrollees, while only 33.4 percent of the Lompoc students are in this category. Clearly, students, especially those just out of high school, do not choose to participate in the Lompoc Valley program to the same extent that such students participate in the Santa Maria campus program.

The area to be served by the center has a substantial portion of potential students of ethnic background, with Hispanics being the largest in number (see Appendix D). While 21.6 percent of the Santa Maria campus enrollment is Hispanic, only 10.8 percent of the Lompoc Valley students are of Hispanic origin. People who are knowledgeable about the area indicate that Hispanic adults are very reluctant to come to the elementary school environment in which the Lompoc classes are now held. There is also a very large Black population in the Lompoc Valley area that is underrepresented in the Lompoc program. There is clear evidence that these groups are seriously underserved. Demographic data provide evidence of a substantial number of economically disadvantaged persons. Special programs are necessary to encourage these students to enter college. Once in college, support services—including counseling, tutoring, and employment opportunities—must be implemented. Currently, such programs are only available at the Santa Maria campus. Many Lompoc area students who must work do not have the money or time required to commute substantial distances—the Santa Maria campus is 36 miles away, with a commute time ranging from 45 to 65 minutes each way. The increased proximity and availability of full services and courses that the proposed center would provide represents the best chances for increasing participation within these groups.

The proposed center will also attract some enrollment from those currently being served in classes at Vandenberg Air Force Base, where it has been difficult to offer reliable programs because of the irregular availability of facilities. For example, four courses were advertised as being offered at Vandenberg for the fall of 1990. The Air Force decided that the space would be needed for other purposes, and the courses were canceled or moved. The proposed center is a very short distance from Vandenberg; consequently it could serve the students from the base with an assurance of continuity of program offerings.

The enrollment of students in the Lompoc Valley Center will not cause a significant reduction in the enrollment of nearby community colleges. The center will enroll students who are presently attending the program in Lompoc, students not now served by any college, and the increase in students resulting from projected population growth. Existing postsecondary institutions near the proposed center are a minimum of 45-minutes travel time from the proposed site. The programs proposed

for the Lompoc Valley Center do not constitute duplication of the programs of the other community college districts because there are no other college centers or programs within reasonable travel time. Four-year colleges and universities having an interest in the graduates of Allan Hancock district have encouraged the establishment of the center. It is recognized that the great distances involved in travel to reach community colleges in northern Santa Barbara County have been a deterrent to college attendance and that the proposed center would be a step in providing the opportunity for a college education to more students, consequently providing more capable students for the four-year institutions.

## Community Support

Strong local interest and support has been demonstrated for the establishment of the Lompoc Valley Center. The best evidence of that support has been the extensive and successful efforts of the City of Lompoc and elected officials representing various levels of government to obtain surplus land from the Department of the Army. That effort, extending over a period of several years, has been successful, with delivery of the deed to more than 100 acres in January 1991. The city and the college have worked cooperatively in defining what would meet the criteria for a college site, and in providing the services to that site. Public information meetings have been held with the city taking the lead and the college providing essential information. The city is now offering this site, adjacent to a science museum, as gift to the college. The museum board is willing to share some of its facilities with the college, as well as sharing parking lots and some utility costs. The site includes a small area containing a protected type of chaparral, which has been identified, and is now being used by a local conservancy group for a nature trail. The college will work with the conservancy group to protect this chaparral area.

The city has committed itself to provide public transportation to the center from both the Lompoc and Vandenberg Air Force Base areas. An airport, operated by the City of Lompoc, has been taken into consideration in planning. The district informed the Chancellor's Office and the State Department of Transportation's Division of Aeronautics of the district plan for a Lompoc Valley center, with a request for review by the Department. That review has taken place, and the district, the city, and the Department have agreed upon some changes in the flight patterns in relation to college activities. (These plans now have the Division of Aeronautics' clearance.) Letters of support have also been received from the superintendent and/or president of each of the neighboring institutions of higher education. Opposition has not been evidenced from any quarter.

## Programs and Services

Allan Hancock district has offered classes in Lompoc since 1974. There is a substantial instructional program being carried out that only partially meets

community needs, due to the very restrictive limitations imposed by the facilities. These programs would be augmented to provide the full range of general education courses necessary for students to complete the associate degree and to prepare for transfer. At the permanent facility, the center would be able to offer more and varied sections at times convenient to the college student population of Lompoc Valley. Additional courses in sciences and technologies, previously unavailable, will be a major incentive for enrollment for area residents.

In addition to providing full access to courses to students presently denied educational opportunities due to excessive travel times, the presence of a comprehensive education center allows for the provision of full, student support services. This is one of the most persuasive reasons for building a permanent center in preference to the current use of scattered rental spaces where these services are either extremely limited or unavailable. Students would gain access to matriculation and counseling, including tutoring, career information, transfer information, and financial aid information. Students would be able to utilize the center's library for research and supplemental information. Counseling and admissions services would be able to take into account the special services required by students with disabilities.

## Objectives of the Proposal

The implicit objective for the proposed center is to offer general education, business, and science and technology programs, as well as crucial student services, such as counseling, tutoring, financial aid, and library access. The proposed conversion from programs scattered between limited rental facilities to a full-service education center is responsive to the growing needs and preferences of the community. The center would make college programs and services accessible to a wider range of people, especially the underserved and underrepresented ethnic populations of the area.

## Analysis of Alternative Delivery Systems with Cost/Benefit Analysis

The cost/benefit analysis of alternatives to establishing a new center leads to the following considerations:

*Alternative One: Increased Utilization or Expansion of the Existing Campus*

Expansion of the existing campus, located in Santa Maria, is not a viable cost/benefit alternative, because the need for a center in the Lompoc Valley is based primarily upon geographical considerations that make travel times to the existing campus excessive. Excessive travel time is viewed as a one-way trip of 30 minutes or more at safe and lawful speeds.

The Santa Maria campus is located in the north geographical area of the district. In terms of travel time, the campus location reasonably serves a major population area including Santa Maria.

The area of service defined for the Lompoc Valley Center is approximately 34 miles southwest of Santa Maria, and 45-50 minutes travel-time one-way. The area has a lower participation rate than the area within reasonable travel time of the Santa Maria campus. Because participation bears a strong relationship to travel time, the present campus cannot adequately service the Lompoc Valley and associated areas.

*Alternative Two: Expansion of Existing Instructional Centers*

The district has a number of classes offered in rented facilities at various places throughout the district. Since the district does not control the buildings in which these classes are held, expansion of these scattered facilities is both economically and educationally impossible. Other space usable for instruction is virtually nonexistent in the area. Classes are offered in the various high schools, but this is expensive and fails to allow provisions for the comprehensive range of student services required for college students. The high school facilities are inadequate for presentation of many college programs and lack collegiate library holdings and services, college laboratories, counseling, and other student support services. Such facilities present serious supervision problems and are not available for day classes. When coupled with the continuing costs for rental, these produce an indefensible cost/benefit value.

The district has its major instructional program in the City of Lompoc, in part of an elementary school belonging to the Lompoc School District. That facility is being reclaimed by the Lompoc School District to meet growth needs. The district not only cannot expand that facility but is faced with the possibility of having to relocate the Lompoc program for the fourth time since 1974.

*Alternative Three: Obtain Additional Locations Off-Campus*

The district is acquainted with all buildings in the various communities. Facilities that can be used are now being used. No additional space is going to meet the substantial amount of space required to replace the inadequate facilities now being used by the district and to meet the growth projected for the future.

*Alternative Four: Increase Utilization of Off-Campus Centers*

Increased utilization of the existing rented school space could not meet the need. The argument for the proposed center is based primarily upon the inadequacy of the existing facilities at Lompoc and upon excessive travel times to the existing campus in Santa Maria.

Residents of the Lompoc Valley area participate at a rate below the participation rate for the area that is within reasonable travel distance from the Santa Maria campus primarily because of excessive travel time. It is therefore not an acceptable alternative to a center near Lompoc.

*Alternative Five: Accommodation of Enrollment by Other Districts*

Consideration has been given to the possibility that the enrollment from the Lompoc Valley area might be served by other community college districts. The Santa Barbara City College District, which is the closest college district, is 75 miles from the proposed center. All students from the Allan Hancock district would have to travel more than 30 minutes, and as much as 80 minutes, one-way, to attend Santa Barbara City College. This is not a satisfactory solution to the need for facilities that are appropriately located to serve the area.

*Rationale for Approving the Proposed Program*

The establishment of the proposed Lompoc Valley Center is considered to be the most feasible alternative to effectively and equitably provide full services and comprehensive education programs to the citizens of the southwestern region of the Allan Hancock district for the following reasons:

(1) The site proposed for the Lompoc Valley Center would fill a geographical gap in community college educational opportunity in the large area north of Santa Barbara, south and west of Santa Maria, and south of San Luis Obispo. This is the area most likely to experience population growth.

(2) A large number of potential students in the area are currently unserved or underserved. This is especially true for members of the substantial minority populations in the Lompoc Valley area. An important feature in site selection is accessibility for all persons within the service area. The proposed site is centrally located within the area and is accessible by major highways and roads. The site would be centrally located for service to areas that have substantial ethnic populations. The center would attract many Hispanic and Black students who are not now involved with college education.

(3) Students from the Lompoc Valley area are now required to travel from 45 minutes to one hour to attend the programs offered at the main campus located in Santa Maria. For many students, especially those who must work, this distance is excessive, making participation impossible.

(4) The outreach program currently offered in Lompoc provides, at best, minimal student support services and, due to inadequacies of the rented facilities, limited course offerings. The availability of student support services would help all students, especially the economically and educationally disadvantaged.

(5) Approval of the proposed center, at this time, would enable the Allan Hancock district to take advantage of a major cost-saving offer—namely the gift of land offered by the City of Lompoc. Use of this specific site would allow the district to share parking facilities with the adjoining, future science museum as well as some utility costs.

Although the environmental issues related to specific site selection need not be addressed in this report, a full-scale environmental impact report is being prepared by the City of Lompoc, as the lead agency. The draft report was completed in June and circulated to all of the appropriate agencies for comment. There appear to be no adverse conditions that cannot be mitigated. Meanwhile, the Army has completed its own fundamental environmental impact report on such matters as hazardous waste, and no such problems were found.

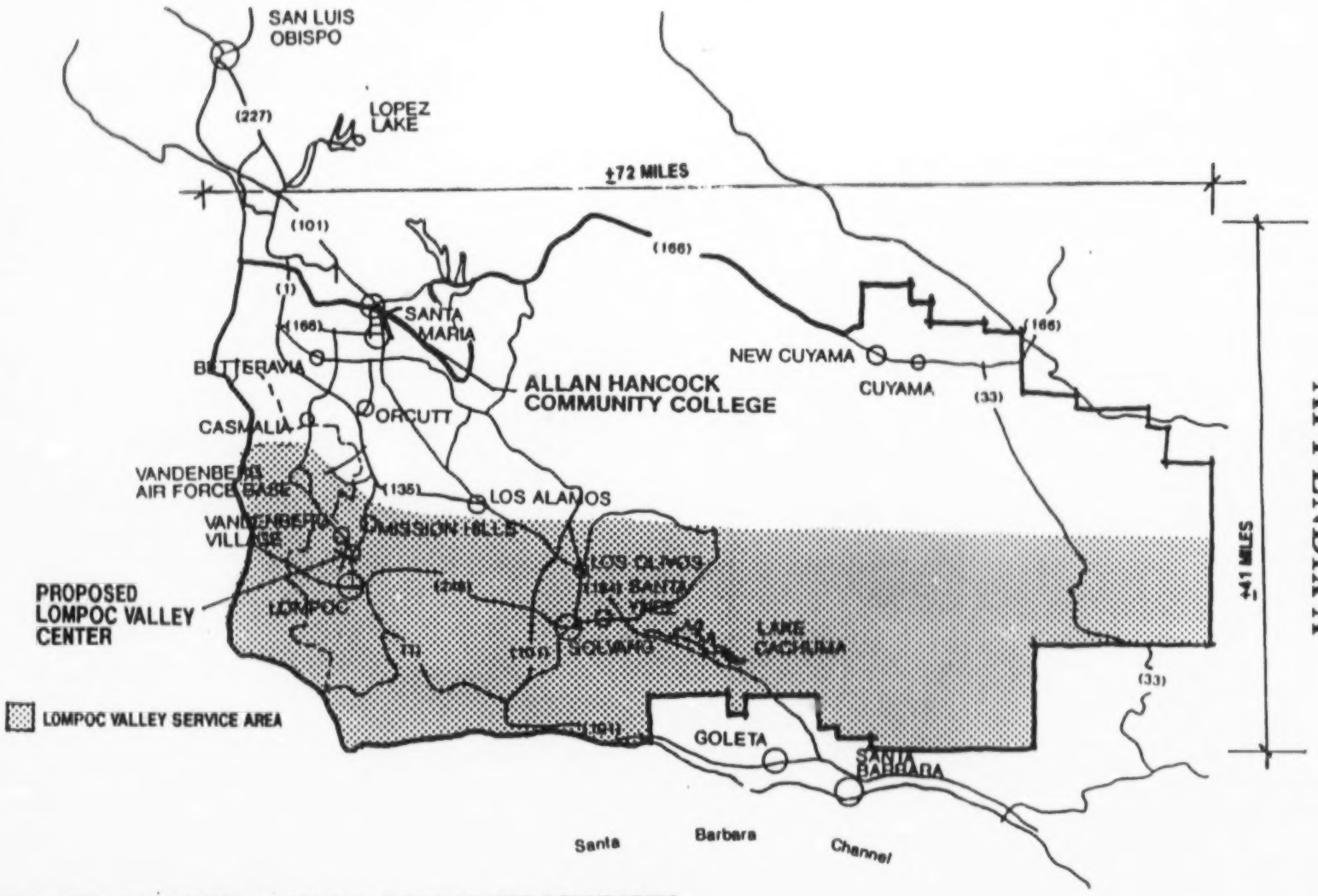
## Summary and Conclusion

Staff analysis of the Allan Hancock district's proposal to create an education center in the Lompoc Valley has revealed the proposal to be justifiable, desirable, and timely.

This region is geographically isolated from the nearest campus, limiting access to the full array of services offered there. Lack of adequate facilities for the Lompoc Valley outreach program has resulted in restricted schedules and course offerings. Student support services are not available in Lompoc. The result is that large numbers of students and potential students from the Lompoc Valley are currently unserved or underserved. This is especially true for the large ethnic minority populations in the area. Despite these obvious drawbacks, Department of Finance projections show that enrollment in the existing instructional program exceeds the state criteria for the establishment of a permanent education center. A full-service education center would be expected to exceed the DOF enrollment projections.

The district is faced with a mandate to vacate a large portion of the facilities currently being rented from the Lompoc Unified School District. The loss of the present facilities, albeit inadequate, coupled with regional population growth, leaves the district in dire need of a new consolidated site. Fortunately, as the result of the very supportive effort by the community, an appropriately located site is now being offered to the district by the City of Lompoc.

No other feasible alternative would provide full educational opportunity to the Lompoc Valley area. All of the neighboring institutions of higher education are supportive.




**ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOUNDARIES AND LOMPOC VALLEY SERVICE AREA**

APPENDIX A

# APPENDIX B

PERCENT CHANGE IN ADULT POPULATION AS DEFINED IN SECTION 2228.1, REVENUE AND TAXATION CODE*

## Table 1

| Community College District | 1-1-91 to 1-1-92 | Community College District | 1-1-91 to 1-1-92 |
|---|---|---|---|
| Allan Hancock Joint | 3.16 | Palomar | 5.74 |
| Antelope Valley | 9.02 | Palo Verde | 3.12 |
| Barstow | 1.34 | Pasadena Area | 0.21 |
| Butte | 3.29 | Peralta | 0.03 |
| Cabrillo | 1.45 | Rancho Santiago | 1.68 |
| Cerritos | 0.65 | Redwoods | 2.61 |
| Chaffey | 4.78 | Rio Hondo | 0.85 |
| Citrus | 0.30 | Riverside | 5.25 |
| Coast | 0.11 | Saddleback | 4.03 |
| Compton | 0.52 | San Bernardino | 4.06 |
| Contra Costa | 2.51 | San Diego | 0.67 |
| Desert | 4.78 | San Francisco | 0.31 |
| El Camino | 0.41 | San Joaquin Delta | 2.37 |
| Feather River | 3.09 | San Jose-Evergreen | 1.47 |
| Foothill-DeAnza | 0.32 | San Luis Obispo County | 3.35 |
| Fremont-Newark | 2.07 | San Mateo County | 1.08 |
| Gavilan Joint | 2.82 | Santa Barbara | 0.99 |
| Glendale | 1.66 | Santa Clarita | 7.66 |
| Grossmont-Cuyamaca | 1.96 | Santa Monica | 0.01 |
| Hartnell | 3.48 | Sequoias, College of the | 2.65 |
| Imperial | 3.71 | Shasta-Tehama-Trinity Joint | 3.89 |
| Kern | 3.24 | Sierra Joint | 4.85 |
| Lake Tahoe | 3.30 | Siskiyou Joint | 2.32 |
| Lassen | 1.99 | Solano County | 5.36 |
| Long Beach | 0.72 | Sonoma County | 2.96 |
| Los Angeles | 0.50 | South County | 1.62 |
| Los Rios | 3.03 | Southwestern | 2.79 |
| Marin | 1.13 | State Center | 2.61 |
| Mendocino-Lake | 2.76 | Ventura County | 1.17 |
| Merced | 4.15 | Victor Valley | 8.94 |
| MiraCosta | 4.17 | West Hills | 2.14 |
| Monterey Peninsula | 1.53 | West Kern | 0.01 |
| Mt. San Antonio | 1.28 | West Valley-Mission | 0.40 |
| Mt. San Jacinto | 9.73 | Yosemite | 4.43 |
| Napa Valley | 2.17 | Yuba | 3.26 |
| North Orange County | 0.30 | | |
| | | STATEWIDE (including free territory) | 2.08 |



Department of Finance
Demographic Research Unit
May 15, 1991

PERCENT CHANGE IN ADULT POPULATION AS DEFINED IN SECTION 2228.1, REVENUE AND TAXATION CODE*

**Table 2**

| Community College District | 1-1-91 to 1-1-92 | Community College District | 1-1-91 to 1-1-92 |
|---|---|---|---|
| Allan Hancock Joint | 1.29 | North Orange County | 0.78 |
| Antelope Valley | 6.72 | Palomar | 3.53 |
| Barstow | 0.71 | Palo Verde | 1.52 |
| Butte | 2.29 | Pasadena Area | 0.33 |
| Cabrillo | -0.55 | Peralta | 0.53 |
| Cerritos | 0.66 | Rancho Santiago | 1.87 |
| Chabot-Las Positas | 1.91 | Redwoods | 2.58 |
| Chaffey | 2.99 | Rio Hondo | 0.50 |
| Citrus | 0.71 | Riverside | 2.62 |
| Coast | 0.48 | Saddleback | 4.35 |
| Compton | 0.72 | San Bernardino | 1.47 |
| Contra Costa | 1.75 | San Diego | 0.83 |
| Desert | 2.65 | San Francisco | 0.79 |
| El Camino | 0.58 | San Joaquin Delta | 2.16 |
| Feather River | 2.98 | San Jose-Evergreen | 1.64 |
| Foothill-DeAnza | 0.95 | San Luis Obispo County | 0.43 |
| Fremont-Newark | 2.29 | San Mateo County | 1.57 |
| Gavilan Joint | 1.91 | Santa Barbara | 0.57 |
| Glendale | 1.41 | Santa Clarita | 5.63 |
| Grossmont-Cuyamaca | 1.04 | Santa Monica | 0.27 |
| Hartnell | 1.79 | Sequoias, College of the | 2.38 |
| Imperial | 4.37 | Shasta-Tehama-Trinity Joint | 3.19 |
| Kern | 2.82 | Sierra Joint | 3.80 |
| Lake Tahoe | 2.06 | Siskiyou Joint | 1.86 |
| Lassen | 2.99 | Solano County | 3.12 |
| Long Beach | 0.48 | Sonoma County | 2.05 |
| Los Angeles | 0.67 | Southwestern | 1.96 |
| Los Rios | 2.52 | State Center | 3.47 |
| Marin | 1.51 | Ventura County | 1.33 |
| Mendocino-Lake | 2.25 | Victor Valley | 5.99 |
| Merced | 1.41 | West Hills | 2.28 |
| MiraCosta | 3.35 | West Kern | 0.70 |
| Monterey Peninsula | 0.36 | West Valley-Mission | 0.64 |
| Mt. San Antonio | 1.49 | Yosemite | 2.41 |
| Mt. San Jacinto | 6.07 | Yuba | 2.79 |
| Napa Valley | 1.65 | | |
| | | STATEWIDE (including free territory) | 1.72 |



Department of Finance
Demographic Research Unit
May 15, 1992

ALLAN HANCOCK COMMUNITY COLLEGE DISTRICT
PROPOSED LOMPOC VALLEY CENTER
PROJECTION OF FALL ENROLLMENT AND ANNUAL AVERAGE WSCH

| Year of Fall Term | DAY CREDIT | | | EVENING CREDIT | | | NON-CREDIT | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Enrollment | WSCH | WSCH/Enr. | Enrollment | WSCH | WSCH/Enr. | Enrollment | WSCH | WSCH/Enr. | Enrollment | WSCH | WSCH/Enr. |
| Actual | | | | | | | | | | | | |
| 1988 | 836 | 4,951 | 5.9 | 664 | 12,665 | 19.1 | -- | -- | -- | 1,500 | 17,616 | 11.7 |
| 1989 | 925 | 4,717 | 5.1 | 648 | 13,912 | 21.5 | -- | -- | -- | 1,573 | 18,629 | 11.8 |
| 1990 | 783 | 4,811 | 6.1 | 767 | 13,268 | 17.3 | -- | -- | -- | 1,550 | 18,079 | 11.7 |
| Projected | | | | | | | | | | | | |
| 1991 | 790 | 4,800 | 6.1 | 770 | 13,400 | 17.4 | -- | -- | -- | 1,560 | 18,200 | 11.7 |
| 1992 | 800 | 4,900 | 6.1 | 780 | 13,600 | 17.4 | -- | -- | -- | 1,580 | 18,500 | 11.7 |
| 1993 | 820 | 5,000 | 6.1 | 790 | 13,800 | 17.5 | -- | -- | -- | 1,610 | 18,800 | 11.7 |
| 1994 | 830 | 5,100 | 6.1 | 800 | 14,000 | 17.5 | -- | -- | -- | 1,630 | 19,100 | 11.7 |
| 1995 | 840 | 5,100 | 6.1 | 810 | 14,200 | 17.5 | -- | -- | -- | 1,650 | 19,300 | 11.7 |
| 1996 | 980 | 6,500 | 6.6 | 870 | 15,100 | 17.4 | -- | -- | -- | 1,850 | 21,600 | 11.7 |
| 1997 | 1,090 | 7,500 | 6.9 | 910 | 15,800 | 17.4 | -- | -- | -- | 2,000 | 23,300 | 11.7 |
| 1998 | 1,170 | 8,300 | 7.1 | 950 | 16,400 | 17.3 | -- | -- | -- | 2,120 | 24,700 | 11.7 |
| 1999 | 1,210 | 8,600 | 7.1 | 970 | 16,800 | 17.3 | -- | -- | -- | 2,180 | 25,400 | 11.7 |
| 2000 | 1,220 | 8,700 | 7.1 | 990 | 17,100 | 17.3 | -- | -- | -- | 2,210 | 25,800 | 11.7 |

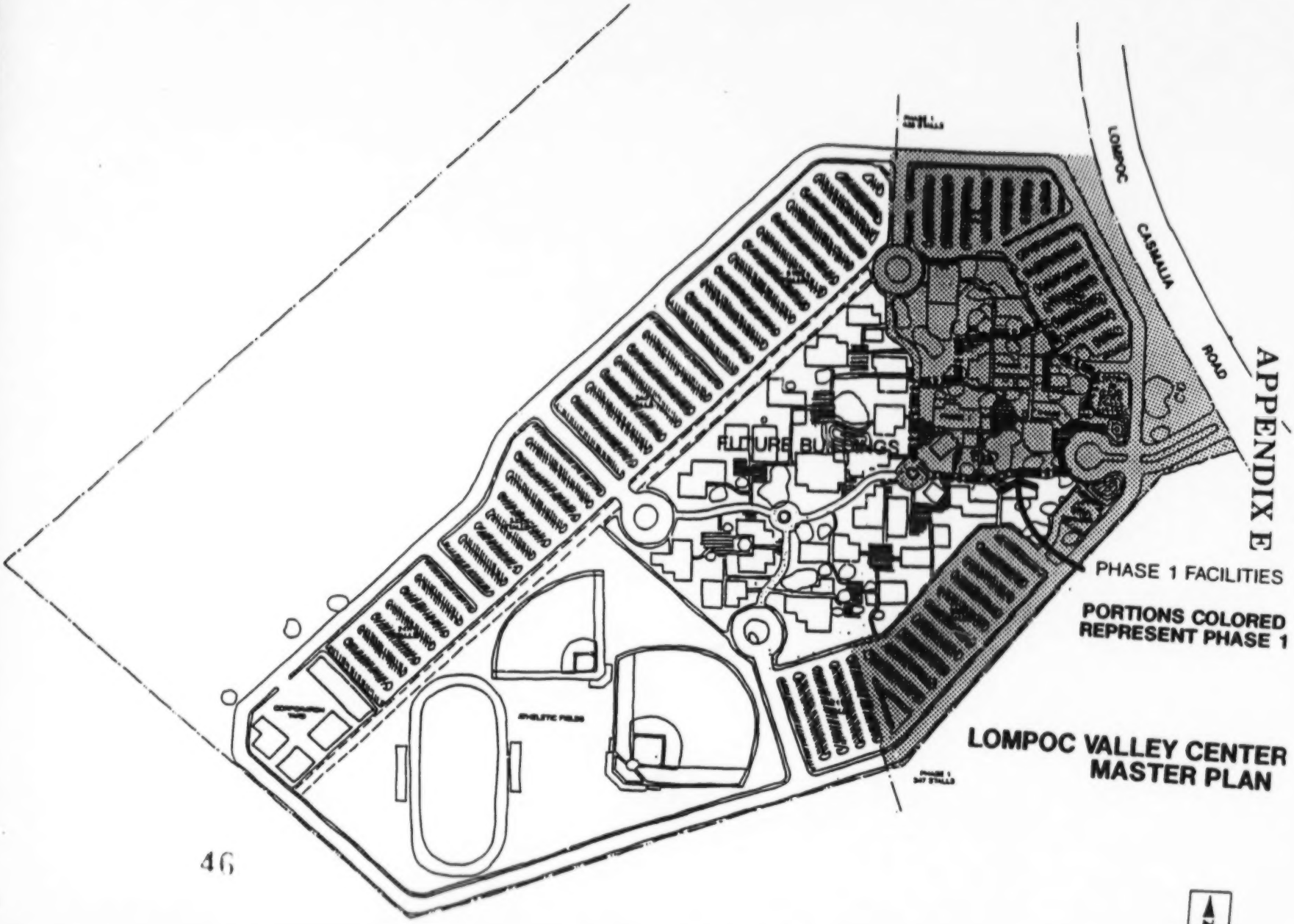
APPENDIX C

Special Projection
Demographic Research Unit
Department of Finance
March 4, 1992

# APPENDIX D

## Ethnic Composition of Allan Hancock Community College District Students

| | Santa Maria Service Area | | Lompoc Valley Service Area | |
|---|---|---|---|---|
| | Enrollment | Percent | Enrollment | Percent |
| Asian | 134 | 2.9 | 87 | 2.9 |
| Black | 129 | 2.8 | 258 | 8.5 |
| Filipino | 124 | 2.7 | 40 | 1.3 |
| Hispanic | 1,005 | 21.6 | 327 | 10.8 |
| Native American Alaska Native | 80 | 1.7 | 48 | 1.6 |
| Pacific Islander | 6 | 0.2 | 6 | 0.2 |
| White (non-Hispanic) | 2,832 | 60.9 | 2,075 | 68.6 |
| Other non-White | 75 | 1.6 | 46 | 1.5 |
| Decline to State/Unknown | 264 | 5.7 | 138 | 4.6 |
| TOTALS | 4,648 | | 3,025 | |




APPENDIX E

PHASE 1 FACILITIES

PORTIONS COLORED REPRESENT PHASE 1

LOMPOC VALLEY CENTER MASTER PLAN